

**THE IMPACT OF QUANTUM TEACHING STRATEGY ON
THE ACADEMIC ACHIEVEMENTS OF STUDENTS
IN INCLUSIVE SCHOOLS**

GUNARHADI

**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA**

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**THE IMPACT OF QUANTUM TEACHING STRATEGY ON
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IN INCLUSIVE SCHOOLS**

**A thesis submitted to Universiti Utara Malaysia
as a requirement for postgraduate degree in education**

GUNARHADI

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2010



Kolej Sastera dan Sains
(UUM College of Arts and Sciences)
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ABSTRAK

Penyelidikan ini bertujuan untuk (1) mengukur impak Strategi Pembelajaran Quantum (SPQ) ke atas pencapaian akademik Bahasa Indonesia, Sains, dan Matematik, (2) mengukur impak SPQ ke atas pencapaian akademik Bahasa Indonesia, Sains, dan Matematik yang dikawal oleh kognisi, motivasi, dan nilai diri, (3) mengukur impak SPQ berbanding dengan SPK (Strategi Pembelajaran Konvensional) ke atas pencapaian akademik dari tiga mata pelajaran berkenaan yang dikawal oleh kognisi, motivasi, dan nilai diri, (4) mengukur perbezaan impak SPQ ke atas setiap mata pelajaran berkenaan, dan (5) mengukur secara kualitatif impak ikutan SPQ terhadap kedua-dua kejayaan akademik dan non-akademik. Ujian pencapaian akademik dan ujian psikologikal diguna pakai untuk mengumpul data utama akademik dan non-akademik. Sampel penyelidikan ini ialah *intact groups* yang terdiri daripada 68 pelajar darjah enam daripada dua buah sekolah rendah inklusif di daerah Boyolali, Jawa Tengah, Indonesia. Untuk menentukan tempat dan populasi kumpulan eksperimen dan kumpulan kawalan, sampel rawak kluster diguna pakai dalam penyelidikan ini. Kaedah kuantitatif diguna pakai dalam penyelidikan ini dan disokong oleh kaedah kualitatif. Dalam kaedah kuantitatif, reka bentuk quasi-eksperimen diguna pakai untuk menggambarkan berbagai-bagai hasil pencapaian akademik antara kumpulan eksperimen dan kumpulan kawalan. Ujian T dan ANCOVA diguna pakai dalam menganalisis data perolehan. Ujian T diguna pakai untuk mengukur impak SPQ berbanding dengan SPK ke atas tiga mata pelajaran berkenaan sedangkan ANCOVA diguna pakai untuk mengukur impak SPQ yang dikawal oleh kognisi, motivasi, dan nilai diri. Bagi mengukur impak SPQ seterusnya, kaedah temu bual diguna pakai dalam penyelidikan ini untuk meneroka impak ikutan SPQ terhadap pelajar berkeperluan khas dalam kehidupan seharian mereka. Melalui ujian T dan ANCOVA, hasil kajian menunjukkan bahawa (1) SPQ berimpak signifikan kepada pencapaian akademik Bahasa Indonesia, Sains, dan Matematik, (2) SPQ berimpak terhadap Bahasa Indonesia, Sains, dan Matematik yang dikawal oleh kognisi, motivasi, dan nilai diri, (3) impak SPQ terhadap Bahasa Indonesia berbeza dengan Sains, dan Matematik, (4) kovariate kognisi, motivasi, dan nilai diri berimpak berbeza terhadap pencapaian akademik antara tiga mata pelajaran berkenaan, dan (5) dapatan temu bual menunjukkan bahawa SPQ berimpak secara tidak langsung ke atas kejayaan non-akademik pelajar-pelajar berkeperluan khas.

ABSTRACT

The reasearch was aimed (1) to measure the impact of Quantum Teaching Strategy (QTS) on the academic achievements of Bahasa Indonesia, Science, and Mathematics, (2) to measure the impact of QTS on the academic achievements of Bahasa Indonesia, Science, and Mathematics controlled by each of cognition, motivation, and self-esteem, (3) to measure the impact of QTS in comparison to CTS (Conventional Teaching Strategy) on the achievements of the respective subject matter controlled by each of cognition, motivation, and self-esteem, (4) to measure the difference of impact of QTS on each of subject matter compared to the other, and (5) to qualitatively measure the pertaining effects of QTS on both academic and non-academic performances. Achievement tests on the three subject matters and psychological tests on cognition, motivation, and self-esteem were used to collect the academic and non academic primary data. The sample of this research was of intact groups consisting of 68 sixth graders taken from two inclusive elementary schools in the District of Boyolali, Central Java. To determine the location of the research setting and to assign the subjects for the experiment and control groups, cluster random sampling was applied. The research was primarily quantitative, but supported by interviews. In term of quantitative approach, quasi-experiment design was used to describe the different results of academic achievement between the experiment and control groups. T-Test and ANCOVA were statistically used to analyse the data. T-Test was used to measure the impact of Quantum Teaching Strategy (QTS) in comparison to Conventional Teaching Strategy (CTS) on the three subject matters, whereas ANCOVA was to measure the impact of QTS in comparison to CTS on three subject matters controlled by cognition, motivation, and self-esteem. For further measure of impact resulted from the quasi-experiment, interviews were also applied as to explore the effect of the treatment of QTS among particular students with special needs in their real setting. By means of T-Test and ANCOVA, the findings showed that (1) QTS significantly affected the academic achievements of Bahasa Indonesia, Science and Mathematics, (2) QTS significantly affected the academic achievements of Bahasa Indonesia, Science and Mathematics controlled by either cognition, motivation or self-esteem, (3) QTS affected the academic achievements differently from CTS on Bahasa Indoensia, Science, and mathematics controlled by either cognition, motivation or self-esteem, (4) Covariate cognition, motivation, or self-esteem affected differently on the academic achievements of the three subjet matters, and (5) the finding from interviews study showed that QTS indirectly affected the non-academic performance of students with special needs.

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August, 2010

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CHAPTER ONE

INTRODUCTION

1.1. Background

The stake along the education development in Indonesia is to address the best quality of education for its population. Education is strongly believed to be able to accelerate the development of human resource. In the course of its attempt to attain the national objectives of education as stated in the Basic Constitution in 1945, that is to educate all of its citizens, Indonesian government is committed to the access to and quality of education for all. The central focus of formal education is to uphold the quality of education by enhancing primarily the access of basic and secondary education services (Badan Pusat Statistik, 2005).

In the respect of curriculum, the Basic and Secondary Education of National Education Department has set up the proven policy to promote the degree of literacy skills and to build the learning society (Budiono, 2001). The action framework of the missions is the enhancement of the 9 year-education compulsory for all school-aged children in basic literacy of reading, writing, and arithmetic. Until recently, both the access to and quality of education remain the central intervention in this country.

The access to education serves the human right for every citizen. Article number 31 of the Basic Constitution 1945 mentions that every citizen has the right to education regardless of the tribes, religion, and ability or disability. One of the indicators of success in the education development is the degree of the citizen's literacy in terms of reading, writing, and arithmetic ability. Unfortunately, this

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